

CSI Cohort Session 1

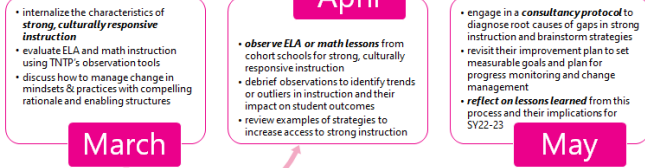
Laying the Foundation for Acceleration

LOGISTICS	Tuesday, November 16 from 10:00-12:00 pm (CT) ZOOM LINK WORKBOOK LINK
OBJECTIVES	<ul style="list-style-type: none"> • internalize the impact of the four key resources on learning acceleration • reflect on the success and gaps of their plans to accelerate learning to date • draft a vision for advancing equity as a result of this year's arc of learning
PRE-WORK	<ol style="list-style-type: none"> 1. Bring your school improvement plan. 2. Read or re-read the reports Accelerate, Don't Remediate and The Opportunity Myth (summary linked; find the full interactive report here).

SLIDE	NOTES
<p>Our Community of Practice</p> <p>Purpose of <i>this</i> community of practice NT</p> <p>Engage in a cycle of continuous improvement to <i>learn</i> about acceleration and its enabling systems/structures, <i>evaluate</i> gaps in our current practices, <i>strategize</i> collaboratively, and <i>reflect</i> on the success of our strategies to plan for the 22-23 school year</p>	
<p>Arc of the Year from CSI Cohort Year at a Glance</p> <p>How will we achieve our goals? NT</p>	

How will we achieve our goals?

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TNTP reimagine teaching

Community Building

I am, but I am not

NT

I am ... but I am not ...

a Texan
an introvert
a people-pleaser
Asian American

a Dallas Cowboys fan
antisocial
a pushover
your model minority

TNTP reimagine teaching

Pause Point

Catching students up

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Think about students you have taught or known who were behind grade-level... What was the typical approach to get them caught up?

Share in the chat.

TNTP reimagine teaching

Acceleration from Accelerate, Don't Remediate

What is learning acceleration?

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Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

Activities connect to standards from years ago and aim to have students master content from years past.



Acceleration strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

Bottomline: Remediation anchors students and educators to content and concepts from prior grades while acceleration anchors students and educators to content and concepts from the student's current grade.

Pause Point

Right here, right now

LM



Why does acceleration (rather than remediation) matter for students and teachers at YOUR school THIS year?

Reflect independently; share in the chat if you'd like!

TNTP reimagine teaching

Four Key Resources from [The Opportunity Myth](#)

But most students get those chances far too infrequently.
We found four key resources that influence a student's school experience and outcomes.

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1 Consistent opportunities to work on
GRADE-APPROPRIATE ASSIGNMENTS

2 **STRONG INSTRUCTION**, where students do most of the thinking in a lesson

3 **DEEP ENGAGEMENT** in what they're learning

4 Teachers who hold **HIGH EXPECTATIONS** for students and believe they can meet grade-level standards

Unfortunately, these resources are few and far between for most students —and particularly for students of color, those from low-income families, English language learners, and students with mild to moderate disabilities.

Pause Point

What this means for our work

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What is the impact of access to grade-level assignments on student learning? On learning acceleration?

Share your responses in the chat.

TNTP reimagine teaching

Our Responsibility as Leaders

The opportunity myth wasn't created by teachers, who are working hard and doing what they've been trained and told to do.

Most students—**93% OF THOSE WE SURVEYED**—told us it's important to their teachers that they learn a lot.

Teachers exist in schools, systems, and environments that can either set them and their students up for success—or not.

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Strong Vision Statements

Articulate a vision

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Consider:

- What is the **academic** and cultural experience we expect all students to have in our school building?
- What change might we need to enact this year to accelerate learning?
- Why does this change need to occur?

Example vision statement:

All students at our school, no matter their identity or background, experience rigorous, grade-level aligned instruction rooted in evidence-based academic practices. Our school provides students with the academic, social, and emotional supports all children need to excel in college, career, and life.



Strong Goals for Acceleration

Examples and non-examples

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1. By May 2022, at least 75% of ELA assignments our 6th, 7th, and 8th grade students experience are aligned to grade-level standards, and there are no gaps in access by classroom demographics (ex. racial groups, students with IEPs, ELs).
2. By May 2022, at least ____% of students meet standards of mastery on (assessment), and any historical gaps in mastery by student demographics are shrinking by ____%.
3. By May 2022, the percentage of students identified as "on track" or "college and career ready" on the 7th grade math NSCAS will increase from 20% to 30%, with proportionate growth for students with IEPs and English language learners.

1. By May 2022, we will have implemented learning acceleration structures to meet the needs of our teachers and students.
2. By May 2022, 100% of teachers will be rated level 3 (proficient) or 4 (exemplary) on our observation form.
3. By May 2022, 80% of middle and high school students will exceed their projected growth on MAP Reading.



Reflections from Today

Closing reflections

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1. **Reflect:** What's sticking with you as you leave today's community of practice?
2. **Commit to action:** How will you apply this learning to your work as an instructional leader?

Share your responses in the chat.

